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ABSTRACT

This study attempted to determine ways in which cooperative action among local school districts, the Education Service Center, and the University could make a greater impact on the educational program of the East Texas schools. Specific objectives included determining the primary concerns of public school personnel for professional growth and staff development activities, the primary concern of public school personnel for curriculum improvement projects, areas in which cooperative action is needed to utilize the resources of the Service Center and Stephen F. Austin State University in the educational program of the public schools, the concerns and opportunities for conducting research in the public schools, and to point out the professional services available through the University to the public schools through coordinated effort. Forty-six schools were visited by teams of professors to interview representative groups of teachers to identify the concerns of public school personnel about students, faculty, teaching methods, societal problems, and administrative problems, and to determine ways that the Center and the University could assist the schools in working toward solutions to problems. (Author)

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A RESEARCH REPORT

**Cooperative Action For Greater Intellectual Impact
On Educational Programs In The Public Schools Of East Texas**

by
Bennett Cooksey and Morgan Moses



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COOPERATIVE ACTION FOR GREATER INTELLECTUAL IMPACT ON EDUCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS OF EAST TEXAS

INTRODUCTION

Change in social and economic life of the American Society presents a challenge to professional educators. Local school officials and teachers are aware of the social forces at work which are challenging the present establishment and creating a demand for new directions. However, the emotional impact of the social and economic forces seems to have a greater influence on educational decision-making than the intellectual impact. Civil rights legislation, unrest and rebellion among students, inflation, and environmental and population problems, among others, are cited as examples of new demands on education.

Recent action by the Coordinating Board in Texas, the Texas Education Agency, and the State Legislature indicates concern for this problem on the state level. One example, the ten-month employment of public school teachers, will require cooperative planning and program development for professional growth activities and curriculum improvement projects. Because Stephen F. Austin State University and Region VII Education Service Center are the logical sources for professional leadership, a study has been made to determine the role of cooperative action in meeting the needs of public school personnel in East Texas. The four main areas of central consideration were: (1) To determine the primary concerns of public school personnel for professional growth and staff development activities, (2) To determine the primary concerns of public school personnel for curriculum improvement projects, (3) To determine areas in which cooperative action is needed to utilize the resources of Region VII Education Service Center and Stephen F. Austin State University in the educational program of the public schools, and (4) To determine the concerns and opportunities for conducting research in the public schools.

The research design was selected after three basic assumptions were considered and analyzed. First, the assumption was made that the professional growth activities and staff development activities would emerge from expressed concerns about students and about teaching. A second assumption was made that problems in our society, such as excessive use of drugs, apathy, lack of parental concern, conflicting values and lack of leadership, affect the educational program and become important topics for curriculum improvement projects. The third assumption was that public school personnel comments in regard to the type and amount of service needed from Region VII Education Service Center and from the faculty of Stephen F. Austin State University would indicate the areas of cooperative planning and action.

The purpose of the study was to determine ways in which cooperative action among local school districts, Region VII Education Service Center, and Stephen F. Austin State University can make a greater impact on the educational program of the public schools.

PROCEDURES

A letter of invitation was mailed to 111 school superintendents of public schools in the Region VII Education Service Center as of September 26, 1969. Fifty-six replies were returned and 46 schools were visited by teams of professors from the School of Education, Stephen F. Austin State University. Seventeen professors, including the two investigators, participated in the interviews with public school personnel during the period from April 1, 1970 to May 11, 1970.

The purpose of the interview with a small group of teachers and school personnel from each of the 46 schools represented was to identify, through the "brainstorming" technique, the concerns of public school personnel about students, faculty, teaching methods, societal problems and administrative problems. All seventeen professors conducting the interviews participated in an informal training session in the use of the guidelines for team leaders and in recording teacher responses. The interviews were informal and every effort was made to elicit unbiased statements from the public school personnel.

Part I of the study related to professional growth and staff development, and focused on identification of primary concerns about students and methods of teaching. The ideas expressed were recorded by one member of the team while the other team member served as discussion leader. Actual statements made by teachers were listed and categorized for analysis.

In Part II of the study the focus was on concerns about societal problems and administrative procedures which seemed to be a factor in curriculum change. Responses from public school personnel were categorized and are discussed in Part II of this report.

Comments as to how the Stephen F. Austin State University faculty and the Region VII personnel can make a greater impact on the public school program were listed and are analyzed in Part III of this report.

Part IV of the study was focused on topics for research and experimental programs. The findings from the first three parts of the research study were used in the analysis and recommendations for further study. Each part of the study contains an analysis of data and recommendations for professional growth activities, curriculum development projects or areas in which cooperative action is needed for school improvement.

Part I – Primary Concerns of Public School Personnel For Professional Growth and Staff Development Activities

ANALYSIS OF DATA

Student Concerns. Thirty-five different statements were made in regard to the concerns of public school personnel about students. These were categorized and a frequency tabulation was made as indicated in Table 1. In categorizing the statements made by public school personnel, it was apparent that some relationships existed among the items listed and the researchers were aware of these.

TABLE 1: PUBLIC SCHOOL PERSONNEL CONCERNS RELATED TO STUDENTS

Concerns	Frequency
Learning incentives, needs, outcomes	35
Attitudes, values, goals	32
Relevance – knowledge, skills, experience	18
Unrest and rebellion	17
Self-image and self control	15
Experimental background	4
Expectations and performance	4

In relation to the first category above, teachers indicated a concern about the conscious direction of the student's activity in school. Behavior of students was characterized as apathetic, indifferent, impassive, and insensitive. Many students are failing to find in school a satisfaction for their needs for self-esteem, the esteem of others, security, and new experiences. One may generalize that the student is engaged not only in the overt conduct demanded by the school, but he is also feeling, at each moment, acceptance or resistance to school demands. He experiences these and other affective disturbances as he is forced to accept deprivations and repressions or finds indulgences and releases.

Such comments as these were expressed: students lack personal goals in education; lack of values, interests and attitudes; lack of pride in achievement, patriotism, respect for authority in family and groups; students are more materialistic and now-oriented rather than future-oriented in altruistic and spiritual values; and cheating is acceptable.

Permissive and casual sex attitudes indicate a confusion in the second category, that of attitudes, values, and goals. The social atmosphere in which children and youth live today makes it difficult to decide what is good, what is right, what is worthy and what is desirable. In summary, many students have not found a meaningful role for their lives and are unwilling to follow a future-oriented curriculum.

Responses from school personnel in relation to relevance of knowledge, skills, and experience revealed that teachers were concerned about the lack of communication skills and use of reasoning in decisionmaking, the lack of effective study skills and habits; and the failure of students to see relationships between what is being taught and their lives outside school. Students seem to feel as if they already know all about what is being taught or that it is irrelevant and does not need exploration.

The statements related to unrest and rebellion indicate that the upheavals in student behavior patterns that seem to be common in our society also exist in East Texas. Students were described as having a feeling of futility or ineffectiveness and teachers felt that many students lacked meaning, purpose, and involvement in school activities. In a number of cases students failed to accept school standards of dress and conduct. A questioning attitude inspired by mass media and by the moral conflicts created by the possibility of military draft or the Viet Nam War, was reported. It was also pointed out that black students seem to be more racist and antagonistic than white students.

In the area of experimental background which relates to the curriculum among minority groups and subcultures, there seemed to be a major concern. The competitive atmosphere for marks among students instead of concern for learning permeates the classroom. Language deficits and lack of basic concepts for effective learning have contributed to poor school attendance and achievement.

Teaching Methods Concerns. The concerns reported in Table 2 represent the major problems in teaching as reported by public school personnel from forty-six schools in the project. Teachers have been bold enough to point out their concerns in the instructional program and it seems appropriate to use these statements as a basis for professional growth topics.

TABLE 2: PUBLIC SCHOOL PERSONNEL CONCERNS RELATING TO TEACHING

Concerns	Frequency
Individualized Instruction	38
Strategies and procedures in teaching	27
Appropriate materials and resources	21
Relevance of curriculum	12
Communication between teacher and student	7
Learning principles and thinking processes	7
Curriculum planning and coordination	6
Evaluation and reporting	3

Teachers expressed a concern for individualized instruction and the adaption of teaching procedures to the learning and life styles of students. It was pointed out that teachers need to examine current teaching procedures which fail to recognize and accept individual differences in students. In many instances there seemed to be a question as to what should be done to meet individual needs of children. The answers showed that teachers believed in the concept of individualized instruction; however, in practice, little was accomplished to implement this belief.

The evidence based on teacher answers in the study reflects a belief that the public schools were poorly prepared in strategies and procedures for teaching students from multi-ethnic backgrounds or students from the extremes of the wide range of abilities within the classroom. Examples given to illustrate were the use of stereotyped textbooks and guides as well as lack of teacher orientation to new materials. Teachers indicated they were "pressed for time" to plan and to organize content or to provide appropriate pupil appraisal and reporting practices. Problems of discipline and of meeting the basic physiological and psychological needs of students appeared to be significant. Evidence indicates that the type of motivational drive in the student that has found school to be a rewarding experience differs from that in the student that has found school a frustrating experience. In the past, however, teachers have attempted to develop instructional methods which were used in the same manner with all pupils; teachers in the study expressed a deep concern for using new approaches, utilizing student involvement in creative processes such as problem solving.

The creative use by teachers of the mass media was impaired due to insufficient training and preparation and to the lack of resources to provide for individual differences. Recent emphasis on the development of the intellectual, physical, emotional, and social growth of the individual pupil implies more than the use of subject-matter textbooks. Teachers are aware of pupil needs and are searching for creative ways of planning and organizing learning

experiences and are seeking guidance in selecting, adapting, and utilizing instructional material.

Statements made by teachers in the interview indicate a concern for relevance in the curriculum. It was pointed out that students are critical of the existing educational practice. Students have embraced a way of life that runs contrary to the establishment which supports the accepted American values in morality, religion, and future-oriented goals. Students seem to sense the conflict between traditional and modern approaches in teaching.

The public school personnel expressed a concern for help in achieving the curriculum and in familiarizing themselves with the attitudes, values, beliefs, and interests of students. It would appear that the development of relevant curricula is a task that teachers are prepared to undertake; however, they feel the need for guidance from outside sources and for support from the community.

The much publicized "Generation Gap" exists between teacher and student as well as between parent and child. Teachers expressed concern about relating to youth, and do indeed take time to listen to them. Communication in the classroom involves more than monologue, the presentation by one person (usually the teacher) of his ideas, facts, and attitudes; it should rather be a dialogue, the exchange of ideas, facts and attitudes between teacher and pupil.

In considering learning principles and thinking processes, statements appear such as these: there is too much emphasis on memory level of learning rather than on higher levels of learning; there needs to be emphasis on helping students learn how to think; there is unnecessary use of fear, coercion, and threat to motivate; there is too much emphasis on content; there is a teacher lack of understanding of learning theory principles; these indicate a concern of teachers to understand learning theories and thinking processes and to discover ways to help the student use his intellect and creative talents.

Curriculum-related problems mentioned by teachers were lack of time to "cover" required content, lack of teacher involvement in curriculum planning and development, and lack of time for research and professional growth. A re-evaluation of the school curriculum in terms of articulation and relevancy to the changing times was indicated by the teacher responses to the study.

The need for methods of effective measures of pupil progress and achievement was expressed by study participants. Ways of evaluating learning in terms of total growth of students, that is, in social, physical, and emotional growth as well as in academic growth, and ways of evaluating what a pupil has learned in a given unit or an entire course are two areas which require cooperative consideration, research and recommendations.

RECOMMENDATIONS

Professional growth programs should be organized to include the following recommendations in relation to the statement of concerns reported in Tables 1 and 2:

1. Teacher focus on student self-development and other related instructional trends is necessary in the redesigning of teaching toward greater individualization.
2. Teacher study of the social pressures and the changing attitudes in society today to enable greater understanding of the pupil is essential.
3. Teacher involvement with administrators, students, and laymen in determining relevant instructional programs is imperative.
4. Teacher recognition of student needs, which is followed by teacher guidance in student examination of total human values and personal values, is essential for change in instruction.
5. Teacher study of the theories of learning and the thinking process is essential in a program for professional growth.
6. Teacher professional growth activity which includes the steps in selecting, adapting and utilizing instructional materials is necessary in the teaching process.
7. Teacher preparation for communication to students of self concepts and knowledge of interpersonal relationships which will help the child to adapt to society today and in the future is essential.

Part II – Primary Concerns of Public School Personnel For Curriculum Improvement Projects

ANALYSIS OF DATA

Societal Concerns. Thirty-six different statements of concerns were made by public school personnel in regard to society. These were categorized and a frequency tabulation was made as indicated in Table 3. It was apparent that relationships existed among the concerns listed.

TABLE 3: PUBLIC SCHOOL PERSONNEL CONCERNS RELATED TO SOCIETY

Concerns	Frequency
Lack of parental concern for students and education	27
Conflicting values between young and old	16
Lack of communication between student, teacher, parents and community	16
Excessive use of dangerous drugs	16
Lack of cooperative action within the total society	11
Apathy and complacency of all people	5
Pressure of economic and social needs	4

Teacher comments indicated that they believe there exists a lack of concern among parents for students and education. Attitudes of parents were characterized on one hand as indifferent, negative, and resistant and on the other as permissive, materialistic and now-oriented. Children were expected to make good grades regardless of academic achievement. Many teachers thought parents expected the school to serve as "baby sitter" for their children. It may be concluded that parents as well as students are openly hostile toward the school in relation to confidence, power, and control, yet explicit in demanding acceptable symbols of achievement regardless of performance.

Conflict in social values between young and old, and within groups in society, was a frequently noted concern of teachers. Factors mentioned as contributing to the conflicts included adult hypocrisy, permissiveness of behavior patterns of youth, absence of guidelines for appropriate conduct, glorification of bad behavior by the mass media, and encouragement of young people to hold little respect for authority. One may generalize that the young do not want to be like their parents or teachers, and may be turning to other appealing models whose fundamental beliefs may be in conflict with democratic ideals of freedom with responsibility.

Responses from school personnel also indicated a lack of communication between students, teachers, parents, and community. Parents are more inclined to do homework for their children and to take the side of children against the teacher. A general lack of respect toward others by most people was also noted by the teachers. New styles of human interaction and new types of social organizations are needed which tend to include rather than exclude certain groups.

Excessive use of dangerous drugs by youth had a high priority in teacher concern. Responses of the teachers indicated that the general unrest in society seemed to contribute to the use of drugs and alcohol as means of escape. Overwhelming feelings of futility and ineffectiveness as human beings at home, at work, in leisure activities or in civic endeavors were common.

Public school personnel consistently pointed to a lack of cooperative action within the total society as a major concern. Teachers indicated that the many facets of a complex society were constantly competing for students' time and dedication. The willingness to give in to anything that students demand seemed to be characteristic of society, yet these facets of society which compete and give in actually demand more education of the students for the future. The conflict between students who think only of present and immediate rewards in society and adults who are unable to cope with rapid change presents a major problem. Teachers were concerned as to the processes whereby school

and community might work together to maximize the involvement of the intellect with the individual's societal concern.

In noting the lack of cooperative action between school and society, another concern of teachers was that people were apathetic, complacent, insensitive to violence and bloodshed, and that they failed to appreciate the American heritage which promises freedom only with responsibility. Teachers expressed the feeling that parents have accepted the knowledge explosion along with the fact that they can no longer help their children with school learning. Therefore, they are complacent and assume no responsibility for school activities.

Coupled with apathy, complacency and a lack of sense of responsibility within society is the pressure for economic and social needs which affect the family; this, too, was a concern of teachers. Teachers indicated that with both parents working, children had less opportunity for assistance with decisions concerning personal educational problems, suffered a lack of cultural experiences, and experienced the absence of challenge for improving social relationships within and outside the home. One may generalize that for students to move away from lethargy and toward self confidence and socially competent individuals it may be necessary to assist the family in reordering economic and social priorities.

Administrative Procedure Concerns. Thirty-seven different statements of concern were made by public school personnel regarding administrative procedures. These were categorized and a frequency tabulation was made as shown in Table 4.

TABLE 4: PUBLIC SCHOOL PERSONNEL CONCERNS RELATED TO ADMINISTRATIVE PROCEDURES

Concerns	Frequency
Meaningful and varied curriculum	40
Utilization of staff	11
Promotion and placement procedures	11
Clarification of objectives of the school and the establishment of priorities	5
Facilities and teacher load	4
Communication and community relationships	2
Adult Education	1

The major concern of public school personnel with administrative procedures centered upon providing a meaningful and varied curriculum. Specific areas of the curriculum mentioned as needing attention were special education, vocational education, reading, mathematics skills, sex education, and citizenship education. To increase the possibility of making the curriculum significant, meaningful, and varied the teachers indicated a need for a less crowded, more student-oriented curriculum with improved articulation and sequential skill development in all areas. More emphasis was also noted as necessary on varied programs for collegebound and non-college bound with focus on current social problems and personal goals. Several concerns pointed to the need for expanded vocational programs for the small schools with emphasis on independent study and instructional approaches. Generally, teachers expressed the need for making every course and program honorable instead of making students feel inferior or ashamed of taking certain courses or programs. Teachers were also concerned for the lack of provision being made for the dropout.

More effective utilization of staff was a frequently mentioned concern of teachers. A lack of assistance in developing individualized programs, of psychological and psychiatric services, of paraprofessional help, of careful planning and scheduling was the emphasis in the staff utilization concern. A need to review the duties and responsibilities of teachers and to establish clear, comprehensive guidelines for staff development and placement appears to be an appropriate summary for utilization of staff.

Student promotion and placement procedures were mentioned frequently as a concern. Teachers indicated a need for more effective diagnostic procedures and for placement of students in special education programs. The need for proper placement of students who are between special education and regular programs was also pointed out.

Teachers indicated that more individual evaluation of learning and reporting of pupil progress was needed. It seems safe to assume that teachers feel that the question of a relevant, meaningful curriculum cannot be considered without examination of placement and promotion procedures.

Closely related to the foregoing was the teachers' concern for the clarification of objectives of the school and the establishment of priorities. The implication of the concern seems to be simply that in times of stress people turn to the schools for aid in coping with urgent tasks.

Facilities and teacher load were a concern of the public school personnel. Crowded conditions and rigid scheduling created problems in involving students in individual and small projects. Included as a concern was the lack of funds for improving curriculum and professional competencies.

The need for improved communication between public school administrators, teachers, and university personnel was noted. Teachers indicated that the school administration seems to be defending tradition with emphasis on absolute standards for all, while the teacher is being pressured by society to provide for individual differences in terms of objectives, activities, content, and evaluation.

From an analysis of the total concerns of teachers, one may glean that parent exposure to new thoughts in education is necessary. The problem of erosion of the confidence of people in their institutions has made them less willing to delegate decisions to their leaders. Confidence in institutions in turn is built through leadership which recognizes the changing profile of the community and is flexible in adapting its programs to meet the needs of the supporting society.

RECOMMENDATIONS

From the response of public school personnel, concerns about society and administrative procedures indicate some commonalities. Those statements were analyzed and the following curriculum projects are recommended for improvement of the instructional program:

1. School teachers along with school officials, students, and parents should become involved in cooperative projects for school improvement.
2. Personnel from all institutions and groups in our society should become involved in the establishment of meaningful goals for mankind and in the determination of priorities for action.
3. Curriculum improvement projects should provide a framework for establishing goals, planning procedures, analyzing costs, and implementing and evaluating progress.
4. New programs such as "ungraded school," "individualized continuous progress," and "differentiated teacher roles" which demand new ways of testing and evaluating the learner should be studied.
5. Better communication for information, direction, understanding and support in regard to curriculum improvement projects should be provided.
6. Professional growth and curriculum projects should provide experiences for school personnel to discover ways of working more effectively with youth.
7. Cooperative action within society and by community leaders should be encouraged to support school curriculum improvement projects.
8. Societal problems such as excessive use of drugs, pollution of the environment, conflicting values, human relations, economic and social pressures, and apathy and complacency of the people are major concerns of school personnel and should involve cooperative action.
9. Environmental background of pupils should be considered in curriculum activities designed to meet the needs of all children.

Part III — Areas In Which Cooperative Action Is Needed To Utilize The
Resources of The Region VII Education Service Center
And Stephen F. Austin State University In The
Educational Program of The Public Schools

ANALYSIS OF DATA

Comments for Stephen F. Austin State University. Fifty-seven different statements were made in regard to ways in which Stephen F. Austin State University can make a more significant impact on public school programs. These were categorized and a frequency tabulation was made as indicated in Table 5. In classifying the statements made by public school personnel it was apparent that relationships existed among many of the items listed.

Public school personnel indicated a desire for assistance in analyzing, planning and implementing new programs. Especially important were encouragement of schools to conduct self evaluation programs, and assistance in devising new ways for schools to take advantage of the mass media. Teachers wanted to be informed on major educational issues of the region, state, and nation and how schools can become constructively involved. It was felt that the University should provide speakers to explain how current events will affect education. In addition, graduate students might assist schools in implementing new ideas in teaching the disadvantaged, improving the teaching of reading, and in using quick appraisal techniques.

TABLE 5: MEANS BY WHICH STEPHEN F. AUSTIN STATE UNIVERSITY CAN MAKE A MORE SIGNIFICANT
IMPACT ON PUBLIC SCHOOL PROGRAMS

Public School Personnel Concerns	Frequency
Provide assistance to public school personnel in analyzing, planning, and implementing new programs	25
Provide more opportunities for interaction between public school personnel, laymen, and University personnel	23
Provide leadership in the development of educational programs within the region	23
Provide exemplary individualized instruction in all disciplines in higher education	15
Provide laboratory experiences in the use of group processes for involving students in learning	15
Provide workshops and in-service education opportunities for public school personnel	12
Provide exemplary teaching procedures by professors in University courses	10
Develop instructional materials and staff development programs in cooperation with public school personnel and Region VII Education Service Center	9
Plan for more cooperative action among higher education officials, public school personnel and accreditation agencies to alter rigid admission requirements	8
Conduct pilot studies and develop model education programs	3

More opportunities for interaction between public school personnel, laymen, and University personnel are

needed. One means by which this need may be achieved was the establishment of civic centers for adults to discuss and think through social problems and possible solutions. Other interactive opportunities included improving coordination between pre-service and graduate education, enlisting professors from all areas to work in public school classrooms to gain first hand experience, and assisting schools and communities in developing human resource files. It appears that teachers are seeking the same kind of communicative relationship with University personnel and laymen that students are seeking with teachers — a relationship characterized by genuineness, concern, and empathy.

Public schools are seeking leadership from the University in the development of new programs at all levels of education within the region. Public school personnel pointed out the need for strong vocational programs in each county, for improved citizenship education, for provision of strategies to help schools with social and educational problems, for an improved system of reporting pupil progress, for psychologists to assist teachers with student motivation and behavioral problems, for instructional packages from the disciplines which provide for individual differences, for a new library science program focused on new trends in information, storage and retrieval, and also for more emphasis by the University on home and family living.

With great emphasis being placed on individualized programs of instruction for students in all educational institutions today, teachers noted a need for exemplary individualized instruction in all disciplines in higher education. To move in the direction of exemplary individualized instruction it was suggested that stimulating pass-fail or non-credit courses be organized around common problems which attract youth, teachers, patrons, or all three groups. Teachers indicated that requirements for success in required general education courses should be clearly known.

Laboratory experiences in the use of group processes for involving students in learning were emphasized by study participants. The teachers wanted to develop new and creative ways for teachers and students to interact. More emphasis is needed on how people learn and on specific implications for differing age groups.

Workshops and in-service education opportunities related to educational goals, motivation, individualizing instruction, promotion policies, continuous progress education and non-graded school organization were suggested. The University should organize interdisciplinary teams for assisting schools with professional growth experiences for teachers in their efforts to generate new understanding.

Teachers felt that professors in University courses should provide exemplary teaching procedures which incorporate modern techniques such as inquiry learning, discussion groups, and independent studies. Also suggested was the creation of special subject courses for teacher training such as biology for high school teaching. Presently students preparing to teach are exposed only to pre-med biology courses.

Suggestions indicated a need for instructional materials and staff development programs by the University in cooperation with public school personnel and the Education Service Center. Areas listed were production of video tapes for teachers on current problems such as teaching values and individualizing instruction, development of multimedia materials for slow learners, and provision of personnel from the disciplines to work on scope and sequence guides with teachers.

Teachers stressed the need for cooperative action among higher education officials, public school personnel, and accreditation agencies to alter rigid admission requirements into higher education and to allow more flexibility in providing for individual differences in the public schools. This indicates a need for re-evaluation and re-examination of the college admission requirements.

Closely related to the cooperative action mentioned above is the suggestion for conducting pilot studies and developing model educational programs. One group of public school personnel being interviewed asked, "Is the University leading in an effort to develop a model education program in Nacogdoches County within the next ten years?"

Comments for Region VII Education Service Center. Forty-three comments were made as to how Region VII Education Service Center might have a greater impact on the educational program of the public schools. These statements were tabulated and the frequency in the comment which occurred is noted in Table 6.

As evidenced by the chart, there is strong concern for in-service education experiences provided by the Region VII Education Service Center. During the interview of the public school groups participating in the project, comments were made such as, "We need more exploratory brainstorming sessions like this one, using this process." Perhaps the Center needs to provide the framework where ideas can be expressed.

More intra-school visitation and observation experiences should be planned for teachers using different materials with students from the same grade level. In addition, professional growth projects should be conducted during the day as part of the in-service days or classes should be conducted by aides, student teachers, or volunteer parents while teachers attend workshops. Teachers indicated that workshops relating to new curricula, methodology, media development, or self analysis from video taping should be conducted at the local building level for immediate application to the classroom. In summary, teachers seem to be seeking improved communications and cooperation within

and among institutions and agencies of the Region.

TABLE 6: MEANS BY WHICH REGION VII EDUCATION SERVICE CENTER CAN MAKE A MORE SIGNIFICANT IMPACT ON PUBLIC SCHOOL PROGRAMS

Public School Personnel Concerns	Frequency
Provide in-service education experiences	30
Expand present services	19
Provide more effective resources and services	16
Provide leadership in curriculum planning and development	8
Provide workshops for teachers and staff	5
Assist public schools in providing equipment in order to make use of available transparencies and other visual aids	4
Plan and coordinate cooperative programs for producing instructional materials	4
Sponsor more pilot programs	2
Sponsor education research in cooperation with Stephen F. Austin State University	1

Requests for expanded services included mobile library units of extensive resources for each course taught with samples of new textbooks and supplementary materials, teachers for independent home study, a lending library and depository for printed materials, funds for psychiatric treatment and consultant services on local levels, additional services in pupil accounting, adult basic education and information, and assembly speakers. In summary, teachers are seeking contributing components which provide for all pupils with diverse abilities, skills, and interests.

Effective resources and services to improve teaching and learning involved up-dating the film library, comprehensive categorizing of films and filmstrips by grade level and subject area, using consultants who have recent classroom experience, more practical, innovative demonstrations of actual instructional materials, and improving communications to teachers by sending copies of all newsletters, etc. to each building librarian or Region VII building representative. Teachers implied a need for exchanging ideas between teachers and the Education Service Center as to what services are needed.

Leadership in curriculum planning and development is needed. This area seems especially important with the growing chasm today between institutional practice and societal reality. It is implied that modern man has come to demand more services from institutions, but has refused to compromise on his expectations of institutions of institutions to assist in solving social problems. Therefore teachers, students, and laymen should become involved in curriculum planning and development. Some practical aids for teachers to implement new ideas are workshops, audio visual demonstrations, Education Service Center production of materials, especially on drug education, pilot programs and classroom grants, and educational research in cooperation with Stephen F. Austin State University.

RECOMMENDATIONS

After analysis and discussion of the means by which Stephen F. Austin State University and the Region VII Education Service Center may cooperatively work together to improve educational programs in the public schools, the following recommendations are suggested:

1. Stephen F. Austin State University and Region VII Education Service Center should assist schools in identifying and developing leadership at all levels of the educational enterprise.

2. A joint task force team composed of representatives from Stephen F. Austin State University, Region VII Education Service Center, and Public School Personnel, should be established to develop cooperative procedures for maximum effort in assistance to public schools.
3. Stephen F. Austin State University and Region VII should involve public school personnel in initiating new and creative opportunities for human interaction.
4. University professors should utilize teaching procedures which allow students opportunities to learn in a large and impersonal setting, to have a sustained learning experience in a small group, and to engage in independent study in which the student sets his own goals, proceeds at his own rate, and feels free to use professional resources.
5. Stephen F. Austin State University and Region VII Education Service Center should schedule workshops on a wide variety of topics (related to teacher requests) for non-credit or pass-fail credit involving as many faculty members as possible.
6. Stephen F. Austin and Region VII Education Service Center and public schools should plan and develop a cooperative program for producing instructional materials to fit the needs of the students in the region.
7. Stephen F. Austin State University and selected public schools should cooperatively provide leadership for planning and implementing exemplary pilot programs in the region.
8. Stephen F. Austin State University and Region VII Education Service Center should jointly create an Educational Research Center for conducting research in the institutions of the region.
9. A Funding Committee should be organized to study and recommend ways whereby private industry and business may participate with public agencies in generating new understandings throughout the region.

Part IV — Concerns and Opportunities for Research

A careful analysis of the concerns of public school personnel about the students, teaching procedures, societal problems, and administrative policies support the basic assumption that professional growth activities and staff development ideas would emerge from the discussions in each school. Specific recommendations reported in each part of the study provide for a variety of in-service education activities as well as for experimental studies. Cooperative action is needed for the development of many of the programs suggested, however, a single school district or individual school unit can develop professional growth programs and curriculum improvement projects.

Cooperative planning can be achieved through the combined effort of public school personnel, Region VII Education Service Center personnel, and selected personnel from Stephen F. Austin State University. Plans should be developed to involve representatives from the three groups to review the findings of this study and establish priorities for cooperative action. This should be a shared responsibility and representation for all three groups is essential for planning and implementing the recommendations listed.

In light of the findings of this study the following recommendations are made concerning research designed to make a significant impact on education in the region.

1. Since this has been a status study of the concerns of public schools in the region it seems appropriate now to determine the extent to which undergraduate and graduate students in various programs are being prepared to deal with the pressing concerns identified. The first phase of the project would be to design and validate an instrument to be used. Much of the data collected in the current study would be used in designing the instrument.
2. Following the study to identify possible gaps in the preparation of teachers, counselors, supervisors, and administrators, a study might be conducted to assist personnel in the areas of concern.
3. Since the students are the focal point of all educational services, it is suggested that a study be conducted to determine the concerns of students in relation to teaching curriculum, society, and administrative procedures.
4. It appears that parents are being blamed for many of the problems of youth. It is suggested that a study now be conducted to determine the concerns of parents in relation to their children, schools, and the total society.
5. Since school board members and administrators are charged with the responsibility of providing leadership for significant education programs, it seems appropriate to suggest that a study be made of the concerns of the officials in relation to students, teachers, the community, and society.
6. With continuous emphasis on the concern for improved communication and cooperation between public schools and the University, it is recommended that a study be conducted to determine significant cooperative projects.
7. Since higher education is charged with the responsibility of preparing public school personnel, it seems necessary to recommend that a study be made of the concerns of the personnel in higher education in relation to individual students, teaching, the curriculum, and societal problems, and to suggest means by which the institution may assist the public schools.
8. A study to determine whether or not teachers who are empathetic, genuine, and "becaring" will be more prone to involve students in setting goals and in selecting relevant activities than teachers of another nature would be appropriate.
9. Tests that identify these kinds of teachers and provide information that might be used for screening of potential instructional leaders and for the defense of excellence in classroom procedures might be developed.
10. Research to determine interests of youth in a revised daily schedule which would permit self selection and individual planning and to develop innovative programs around these student interests would be helpful.